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ABSTRACT

As part of a project to develop an instructional model that integrates ideas, readings, and discussion about pluralism and identity across disciplines, Lakeland Community College (LCC), in Ohio, undertook a survey of college faculty to determine their perceptions of multiculturalism and diversity, as well as the methods that they used to incorporate those elements into the classroom. Responses were received from 54 faculty members, representing 13% of the questionnaires distributed. Study findings included the following: (1) 46% of the respondents indicated that there were course requirements in their disciplines addressing cultural diversity issues, and 70% thought that multicultural issues were relevant to their discipline; (2) 55% said that they cited examples related to multicultural issues during class, but only 33% indicated that they evaluated students using a multicultural approach; (3) 46% were satisfied with the way that LCC addressed multicultural issues, while 38% were not; and (4) challenges to instituting multiculturalism education cited by respondents included the difficulty of incorporating the vast spectrum of perspectives that exist, the homogeneity of the student body, and lack of awareness regarding how to incorporate it into courses. The survey instrument, with response tallies, and selected answers to open-ended questions are appended. (HAA)

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FACULTY'S PERCEPTION OF PLURALISM: A LAKELAND COMMUNITY COLLEGE STUDY

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Faculty's Perception of Pluralism: A Lakeland College Study
by
Dr. Rolando A. Santos

I. Introduction

In response to the the AACC's(American Association of Community Colleges) grant in assisting community colleges to design a model integrating ideas, readings and discussion about American pluralism and identity across disciplines, Lakeland Community College devised a plan to incorporate these ideas into their curricula. Initially, the college established a task force to initiate activities in improving the current curricula and programs. The team plans to initiate activity in three areas: (1) the coordination of various current efforts to diversify Lakeland's programs; (2) the design of faculty development programs with the goal of increasing faculty interest in American pluralism; and (3) the development of new courses, and study of specific pedagogical problems related to multiculturalism.

Coordinating college programming will require integrating current efforts by instructional faculty, continuing education staff and student affairs staff. The objective here is to develop a holistic approach to making Lakeland's culture more responsive to American pluralism and global interdependence. Organizational barriers will be addressed so that audiences for multicultural programming can be expanded, thus increasing potential enrollments in new courses as well as widening the range of voices needed for discussions.

II. Methodology and Survey Description

As part of this project, the task force made a survey in assessing the faculty's perception of multiculturalism and pluralism and how it applies to their classroom. The purpose of the survey was to determine the opinions of Lakeland faculty on issues that deal with multiculturalism and diversity. The questionnaires were circulated to both part-time and full-time faculty members last May of this year (1996) and were given two weeks to answer the questions. The survey was designed in such a way that a general perception of how cultural diversity and multiculturalism are incorporated by faculty members in their classroom activities and lecture.

III. Results of the Survey

As of the deadline date, there were 54 respondents which is approximately 13% of the total questionnaires that were circulated in the college.

The highlights of the survey includes the following:

1. Forty six percent (46%) of the respondents answered 'yes' to the question regarding whether there are course requirements in their disciplines addressing cultural diversity issues. Faculties within the Humanities and Social Sicence Department constitute the majority of this response. Seventeen percent

(17%) of the respondent said 'no' and eight percent (8%) says 'not applicable.' Seventy percent of the respondents, however, believed that multicultual issues is relevant to their disciplines.

2. In terms of classroom application of multicultural issues, the survey asks questions ranging from citing ethnically diverse authors to using multiculturalistic approach in evaluating students. Fifty-five (55%) of the respondent did cite examples related to the multicultural issues during class discussions and lectures. However, a low percentage (33%) of respondents report evaluating students using a multicultural approach. One reason for this, perhaps, is due to the wide range of disciplines offered in the college. An increasing demand for technological courses may also be one reason why such a low percentage do exist.

3. The survey also asked as to whether the faculties are satisfied with the way Lakeland College addresses 'multicultural issues.' Forty six percent (46%) of the respondents are satisfied with the way Lakeland College addresses multicultural issues, while thirty eight percent (38%) say they are not. Moreover, fifty three percent (53%) of the respondents are interested in attending a faculty development seminar on strategies for incorporating multicultural issues into their curriculum. The respondents favored 'lunch discussions' (44%), speakers (46%) and conferences (42%) as the most useful way of disseminating knowledge regarding developing a pluralistic course curriculum.

The survey also asked some open-ended questions in which the respondents can write freely what they think their opinions are into various questions. The survey asked as to what are the common challenges of instituting multiculturalism education at Lakeland College. To quote some of the answers, the challenges of includes incorporating not only on a one-dimensional perspective ie. black vs white, men vs women but must also include all spectrum including homosexuality and american indian culture. It also means genuine tolerance for all. On the other extreme, some respondents believe that we should forget about multiculturalism and focus more on the 'melting pot theory.' Other challenges of the college includes homogeneity of the student body that gives a little impetus to promote cultural diversity from the administration and the lack of awareness and relevance on how to incorporate in courses especially in the technical programs.

Another interesting open-ended question that was asked from the survey is the faculty's definition of what 'multiculturalism' is. One respondent defined 'multiculturalism' as the introduction to and exploration of issues relevant to social groups other than one's own whethere the difference is a result of culture, race, religion, gender, sexual preference or handicap. Another excellent response indicated that multiculturalism can be best defined as a theoretical construct for identifying and thinking about 'difference' and 'sameness' as effects of historical cultures, as these effects are revealed in written forms. On the

other extreme, multiculturalism can also be defined as any perspective on any issue that is "not European, dead-white male perspective."

IV. Conclusion

The results of the survey indicates the appropriateness of the grant in establishing multiculturalism in the context of Lakeland's curriculum programs. The survey indicated that one reason why there is a low response rate is perhaps because of the wide range of programs available in the college. Another reasons can also be due to lack of interest on the part of the faculty members. While the faculty members indicated a "general satisfaction" in the way the college addresses multicultural issues, the respondents are generally in favor of continually improving their search for disseminating information on mutliculturalism through lecture seminars and open discussions.

SUMMARIZED RESULTS OF THE SURVEY

Part One: Questionnaires

1. Are there any course requirements in your discipline that address cultural diversity issues?

Yes-46% **No-31%** **NA-14%**

2. Do you see multicultural issues as relevant to your discipline?

Yes-70% **No-20%** **NA-5%**

3. Does any of your course content include analyses of multicultural points of view?

Yes-57% **No-24%** **NA-11%**

4. Do you ever cite ethnically diverse authors in your courses?

Yes-44% **No-25%** **NA-16%**

5. Do you ever cite examples related to multicultural issues during class discussion/lecture?

Yes-66% **No-22%** **NA-11%**

6. Do your exam questions reflect contemporary American demographics?

Yes-33% **No-18%** **NA-29%**

7. Do you ever assign papers or other projects that invite/require students to analyze sources of social division or cohesion in American culture?

Yes-35% **No-31%** **NA-16%**

8. Are you satisfied with the way/extent to which Lakeland College is addressing multicultural perspectives?

Yes-46% **No-38%** **NA-7%**

9. Would you be interested in attending a faculty development seminar on strategies for incorporating multicultural issues into the curriculum?

Yes-53% **No-27%** **NA-9%**

10. What sort of information would you find useful to help develop a pluralistic course curriculum?

Library Sources-40%
Bibliographies-33%
Lunch Discussions-44%
Speakers-46%
Conferences-42%
Others-18%

NOTE: The next two pages are the summarized version of the respondents answer to the various open-ended questions given in the questionnaires:

10. What do you see as the challenges of instituting multicultural education at Lakeland?

1. Incorporating multiculturalism not only includes a one-dimensional perspective. ie, black vs white, men vs. women but must also include all spectrum including homosexuality and american indian culture. It also means genuine tolerance for all.
2. Forget about multiculturalism and focus on the melting pot theory.
3. Student body is homogeneous and there is a little impetus to promote cultural diversity from administration.
4. There is a limited resources in the library for student to research a variety of cultural beliefs and tradition.
5. Overcoming a general sense that it is not needed or not important.
6. "I don't see any problems at Lakeland at this time. Let's just teach our students the fundamentals of the course/program they are in and help them secure jobs. Remember, we are a community college, Lake County, OH."
7. Lack of awareness of relevance and/or of how to incorporate in courses- especially courses in technical programs.
8. Educating the faculty.

11. What kind of faculty development program would best help you/us to address these challenges?

1. Small group and discussion lunches - but small 4-7 people.
2. On-going series of speakers to educate faculty on multi-cultural contributions to all fields, in all disciplines.
3. Speakers of different ethnic background, women, physically challenged - who speak about what approaches and treatments work best for someone of their background. Content is not so much the issue, delivery is.
4. Don't make the focus on black/white- most diversity presentations deal only with these issues. Faculty helping faculty usually works best - the 'great teacher' concept.
5. Bibliographies of useful articles and lists of availabel art, music and literature examples would work best. Also information on opportunities such as workshops at the Art Museum etc.

12. For purposes of your discipline, how do you think multiculturalism can best be defined?

1. Integration.
2. Recognizing the diversity as well as the different contributions that have come into the present from the past.

3. Any perspective on any issue that is not European, dead-white male perspective.
4. Introduction to and exploration of issues relevant to social groups other than one's own whether the difference is a result of culture, race, religion, gender, sexual preference, handicap, etc.
5. Multiculturalism could probably best be defined as a theoretical construct for identifying and thinking about 'difference' and 'sameness' as effects of historical cultures, as these effects are revealed in written forms.

13. In courses you teach, how have you addressed and/or acknowledged the diversity of American society?

1. Through literature reading assignments
2. Reading selections and texts by those outside mainstream; discussions of issues generated by these texts; follow up writing assignments.
3. Learning styles is what I use to open up all students that we are not all the same. The I add stories and anecdotes which relate to cultural/gender background.
4. By being different myself and by empowering my students to have courage to do the same.
5. I have addressed diversity by discussing the implications of inculsion during the message preparation process and in critically analyzing messages.

14. Of the courses you currently teach, which one(s) would you be most interested in revising to better address America's pluralism?

1. ENG120, Sociology 150, English 110, CJ110, IS105, HUM110
2. Offer a new course in Education - a follow up to Into to Ed that would focus on current issues of which multiculturalism is in the forefront.
3. I'm rather satisfied the way they area.
4. None. Things are fine as they are, I feel. Educational 'movements' sometimes become overly zealous. Let us be fair, but keep the issue in perspective. We have many important things to learn and study.
5. My courses are very technical in nature. The MET105 from our area could address these issues but I do not teach it.

ORIGINAL COMMENTS

Note: These are the respondent's original answers to the open-ended questions given in the questionnaires

10. What do you see as the challenges of instituting multicultural education at Lakeland?

The challenges are profound and far-reaching. So far I find that those who wish to incorporate change think in one - dimensional terms - they would focus on black or Hispanic cultures as opposed to caucasian; men as opposed to women; Christians as opposed to Jews; no homosexuality whatsoever and the American Indian is either romanticized or omitted entirely from any multi-cultural discussion. Multi-culturalism does not mean opposition or one-sidedness. It means tolerance genuine tolerance for all - to the exclusion or neglect of none.
Simply - our enrollment mix is anemic in that respect.
Helping to open minds in quarter which have been taught to remain closed during their 18 plus years of existence - faculty and students.
So many in the environment 1. equating multiculture with black 2. believing there is no problem because it is not relevant in the discipline or racism is not visible to them.
Forget about multiculturalism and work on the melting pot theory.
I think this can be done, we just have to be willing to manage civil discussions to enhance communication.
The Lakeland staff and student body are homogeneous so we're not forced to be multicultural.
Student body is homogeneous. Little impetus to promote cultured diversity from admin.
Limited resources in the library at this time for students to research a variety of cultural beliefs and traditions.
Teacher indifference or open hostility to multicultural issues; student resistance to perceived "anti-white" sentiments.
Prejudice.
Enlisting broad based faculty and student support; creating a safe classroom environment that works for both our white students and students of color, our straight and gay students, etc.
Develop textbooks or articles that are easy to access, that are affordable, and that instructors and students can benefit from as it is incorporated into a course.
Overcoming a general sense that it is not needed or not important.
Haven't dealt with multicultural issued in math.
Please find attached information included in Nursing's required accreditation documentation that deals with cultural diversity within our curriculum.
1. To do so and not water down the traditional care of general education; 2. To do so and not ascribe to the existence and the content of the American cultural umbrella which makes our diversity possible. The cultural umbrella concept is one I developed and use with my students to develop some appreciation for what it is that makes America unique.
One of my students pointed out the fact that she is the only black student in my class. She said she would feel uncomfortable if I used black sounding names for examples. She said she would feel like she was being singled out. Bob and Mary as examples were fine with her.
There isn't much diversity in the student population.
I don't see any problems at Lakeland at this time. Let's just teach our students the fundamentals of the course/program they are in and help them secure jobs. Remember we are a Community College, Lake County, Ohio.
Faculty Awareness!
I would like to have the library to include cookbooks with cultural background from countries around the world.

10. Continued

Interest.
Educating the faculty!
Racism-bigotry.
The lack of recognition by students and faculty members that there is a need for such education - degree/certificate requirements that have little room for new courses.
Avoiding distortion of what is significant so as to achieve balanced representation (as has already happened in the development of existing textbooks).
I think we do fairly well. In English, all our texts incorporate multicultural references, works, and points of view, which we discus often. Art, by its very nature is multicultural - like music, it is a universal language.
The "demographics" of the student body itself! Since, as CHE reports, we are 95.8% white, it is difficult to see how multicultural perspectives can be powerfully and authentically introduced when we can only "talk about" them rather than experience them. Your phrase, "instituting multicultural education," then, is quite frankly alarming to me. Also, I would argue that Lakeland is not perceived to be (and neither does it present itself to be) an academic, in the sense of "intellectual," institution; however, "multiculturalism" may find itself affecting the workplace or politics, it begins as an IDEA (even an "ideology"). Any attempt to "institute" multicultural education at Lakeland would require as well a much more intense grounding in intellectual discipline and debate, as well as a cross-curricular coordination among faculty, who-most being part-time,-are so disparate as not to know one another well at all.
Inertia on part of students and faculty
Faculty not knowing enough about these issues.
I believe the challenge of instituting M.C. education remains in the parochial view of life and experience seemingly held by many students and faculty. Ethnocentric bias in the one "American way" is extremely strong and deeply ingrained.
Lack of awareness of relevance and/or of how to incorporate in courses - especially courses in technical programs.
Suggestion: multicultural includes the world of people with disability.
1. Overcoming the defensive posture of white supremacy. 2. Overcoming the lack of information faculty has on other cultural groups.
Woman's studies program.
Breaking down the (bias and prejudices) barriers (pre-conceived or taught), so open, honest points of view may be expressed.
The greatest challenge is in presenting the topic in a way that does not divide the groups focusing on differences and placing blame on one race or another through history. Also, facts must be historically accurate.
Developing sufficient expertise in so many different areas. I try to emphasize African, Asian, and Native American cultures, and I have done my own research and learning, but I am not yet very knowledgeable about Arabic and Hispanic cultures for example.
Seems that the current emphasis is on machines (technology) not people!

11. What kind of faculty development program would best help you/us to address these challenges?

In my discipline, introduction to the issues of the groups listed below and relevant readings, perhaps through bibliography, speakers, workshops.
Balancing theoretical and relevant concerns with practical handouts/demonstrations. For example: discussions on how to build multiculturalism into the curriculum accompanied by syllabi examples and in-class project and specific syllabus of your own.
Small group and discussion lunches - but small 4-7 people.
Learning multicultural instructional exercises.
Teaching on how to best teach these issues.
Team teaching with social sciences - development of new courses.
Conferences.
On-going series of speakers to educate faculty on multi-cultural contributions to all fields, in all disciplines.
Show us some evidence that a program has made a difference in terms of student enrollment, student outcomes.
1. An intense series of workshops/discussions/speakers for a core of committed faculty. 2. Programs designed to increase interest among faculty not already committed to this work.
Conferences/speakers/workshops.
Maybe small grants for multicultural curriculum work.
Speaker.
Argue the pros and cons of such things as cultural diversity, culture vs sub-culture, unity/respect/toleration within diversity, English as this official language, melting pot - myth or fact.
Some ideas on exactly how you plan to put this into a science curriculum.
Open faculty forums. Speakers from business that require workers to have a multicultural background.
Any seminar/lunch discussion would be eye-opening. Also, determine what current faculty members have experience teaching in a multi-cultural environment.
Department specific curriculum development meetings.
My suggestion: A presentation at fall start-up sessions along with carefully edited reading materials.
I think we need some sort of program to get to know each other better. As a part-time faculty member, I wouldn't recognize by sight even most of the other instructors in my department. Knowing each other better would be a start. We all have our cultural differences.
We need interdepartmental communication; we need to raise academic standards across the board; we need to fiercely and actively recruit (and "subsidize") so-called foreign, ethnic, and racial "minorities" with the promise of (and delivery of) an equally fierce and active academic challenge; and we need to alert the media to such changes.
Hands on session.
Speakers of different ethnic background, women, physically challenged - who speak about what approaches and treatments work best for someone of their background. Content is not so much the issue; delivery is.
Programs that involve interaction between the participants.
Discussions, speakers, examples.
1. Workshops to breakdown defenses. 2. Rewards to those who are open. 3. Lecture/discussion training sessions by disciplines to address info. on many cultures.
Open discussion pertaining to the customs, rituals, and varied beliefs practiced by all cultures. Most important - as to why people believe and practice all of above mentioned.

11. Continued

1. Don't make the focus on black/white - most diversity presentations deal only with these issues. Faculty helping faculty usually works best - the "great teacher" concept.
Since I am only part-time, bibliographies of useful articles and lists of available art, music, and literature examples would work best.
Also information on opportunities such as workshops at the Art Museum, etc.

12. For purposes of your discipline, how do you think multiculturalism can best be defined?

Integration.
Introduction to and exploration of issues relevant to social groups other than one's own whether the difference is a result of culture, race, religion, gender, sexual preference, handicap, etc.
A society made up of different ethnic, racial and cultural groups. I prefer the "mosaic" theory over the melting pot theory - it incorporates pluralism, cultural conflict and assimilation.
Recognizing the diversity as well as the different contributions that have come into the present from the past.
The challenges are profound and far-reaching. So far I find that those who wish to incorporate change think in one-dimensional terms - they focus on black or Hispanic cultures as <u>opposed</u> to Caucasian; men as <u>opposed</u> to women; Christians as <u>opposed</u> to Jews; no homosexuality whatsoever and the American Indian is either romanticized or omitted entirely from any multi-cultural discussion. Multi-culturalism does <u>not</u> mean opposition or one-sidedness. It means TOLERANCE, genuine TOLERANCE FOR ALL - to the exclusion or neglect of none.
Multiculturalism reflects cultural diversity and pluralism. It is a byproduct of our historical evolution and the struggle between various groups. It also provides a rich resource to vitalize our nation.
Multiculturalism provides nursing call - meeting special needs of families in hospital settings.
Understanding how various cultural influences impact health and health technologies - using both to achieve the best for families.
The recognition of and sensitivity to the hoarding of educational resources and benefits by the dominant (majority) culture resulting in action to achieve equity and excellence in U.S. educational systems.
We only need to address this as it relates to medical issues.
Any perspective on any issue that is not European, dead-white male perspective.
Working with diverse patients with special physical/social/ psychological needs.
As an attempt to acknowledge the diversity of our culture and the ways in which ideology functions to repress this diversity and to define/dominate/oppress, many categories of people identified as "other".
Using other works that go beyond DWEM's (Dead white European males)
The English literary contributions of <u>all</u> ethnic, racial, socioeconomic and sexual groups.
Many environments.
A culture is a way of life of a people in a society. A people are united by their culture. Multiculturalism in a society may fragment a society by presenting unity while proposing diversity. It therefore may be a curse! Can diversity be healthy too?
Part of what I teach in communication is frame of reference. People

are all different. Each person is made up of several factors, culture, religion, gender, family background, education, social class, etc.
I don't think it applies in hard sciences (biology, chemistry). A cell is a cell regardless of where it "came from". An atom of iron is an atom of iron. Multiculturalism doesn't impact those concepts. Plants contain chlorophyll, bacteria have cell walls of peptidoglycan, parasites invade internal organs. There's nothing multicultural about it.
"Everyone" working together to achieve a common goal(s) for the company.
Mathematics was developed (and is being developed) by contributors from <u>many</u> cultures! Students must "compete" mathematically with students from other countries.
Nutrition - realizing that people from different cultures meet their nutrition needs in very different ways.
Many individuals from many backgrounds have had a hand in shaping the discipline I'm in.
Understanding the influence of culture on the development of personality and on the behavior of individuals and groups.
Voices from diverse perspectives - ethnic, religious, sexual orientation, class, gender, etc.
The inclusion of contributions and point of view of various cultures/ethnicities pertinent to class subject (e.g., art, music, popular music).
The acknowledgment of contributions to the field (art or writing) by a wide range of persons regardless of culture and/or ethnicity. Within these, a <u>variety</u> of approaches and backgrounds should be tasted and sampled by students, so they know what "Humanity' is to a fuller extent.
Multiculturalism could probably best be defined as a theoretical construct for identifying and thinking about "difference" and "sameness" as effects of historical cultures, as these effects are revealed in written forms.
Awareness of dif points of view regarding issues and what they represent to groups in society.
Different ways of looking at the world, different experiences in education because of background.
M.C. can be defined as the unique impact that those people of varying global backgrounds and ways of life bring into the present moment.
Many cultures - traditions, values, beliefs, customs, language patterns, social orders, foods, music, significant events, arts, movement, etc. Many is the operative word!
A clear, simple and true explanation to all multiculture differences that exist. (All that <u>can be</u> easily defined).
As a mosaic of over fifty cultures - each bringing their individualvalues, customs, foods, religions, prejudices, language, articles, dress, etc. to this country.
Including artistic works from all cultures and traditions and discussing the role(s) and evaluations of art in other cultures.
Early Childhood Education subscribes to a total "Anti-bias" philosophy.

13. In the courses you teach, how have you addressed and/or acknowledged the diversity of American society?

Through literature reading assignments.
CJ117 - case studies written by me: they analyze and we discuss as class. Cases on cultures, disabilities, stereotypes. LF112 - whole course examines courses, symptoms, consequences of multiculturalism; covers different ethnic and racial groups; project on self-exploration of one aspect of own culture.
Just in software that has functions for different languages.
Use it in our unit on culture, as well as family and social class.
I use many literary, artistic and musical sources. I think of my students, my subject as pan-cultural.
I teach sociology and social sciences, it is constantly brought up in terms of history, immigration, majority/minority relation, race and ethnicity, social stratification, social problems, many perspectives are presented reflecting different viewpoints.
Yes - in active hearing groups, we discuss needs of basic cultures - patients in the hospital and beliefs which impact on the experience and ways nurses can help people deal with these.
Students interview families on the impact of their culture and religion. They compare this to the literature's description.
Revealing the fallacious use of I.Q. tests. Review and activities related to Education History that involves multicultural issues throughout.
It must be addressed. EMS workers often run headlong into cultural differences by nature of their work. They are sometimes surprised by reactions of ethnic groups.
Eng. 097 - Flowers for Algernon by Daniel Keyes (individual w/disabilities. Eng. 100 - I Know Why the Caged Bird Sings by Maya Angelou. Eng. 110 - American Voices: Multicultural Literacy and Critical Thinking (eds. LaGuardia & Guth).
The issue arises naturally in some discussions of intelligence and child rearing.
Through selection of texts and the issues we raise in relation to texts, requiring papers that address issues of social division as represented in both texts read/lives (depending on course).
By bringing attention to it and using minority authors.
Reading selections and texts by those outside mainstream; discussions of issues generated by these tests; follow up writing assignments.
Various beliefs and customs of groups.
Cultural roots through immigration - history.
I usually address social issues rather than cultural issues. The type of cultural information I include deals with how cultures of the world respond to scientific information. How do they deal with technological revolution, etc.?
Why, we all should be treated equally. If we are not - there are many discrimination laws in place to address this problem.
Not very much - more global diversity.
Yes - regional food patterns; ethnic food patterns; American Indian food patterns.
Ample opportunities through word problems.
In presenting diverse authors and diverse theories.
Through literature of various kinds, paper topic suggestions, class discussions.

Popular music inherently involves the diverse character of the U.S.
For music appreciation, I recently wrote the text we are now using. The chosen materials and class lectures/discussions continue the theme.
In English, our texts are very consciously and conscientiously edited to provide a full range of ethnic and cultural viewpoints and styles. That is, after all, what is meant by "Humanities". As to art, we artists don't care <u>what</u> one's race is. We paint!
Primarily by assigning readings of authors who present a "non-dominant" point of view, or by assigning readings discussing how culture affects values, etc. In classes where I've had a "diverse" student body, I've assigned "family histories". Fundamentally, "diversity" has been addressed through readings, personal experiences, and discussion of both.
Discuss in context as representing groups that make up society/which it does and doesn't do.
Learning styles is what I use to open up all students that we are not all the same. Then I add stories and anecdotes which relate to cultural/gender background.
I have addressed diversity by discussing the implications of inclusion during the message preparation process and in critically analyzing messages.
By use of gender inclusive terminology.
By being different myself and by empowering my students to have the courage to do the same.
Differences in pre and postpartum.
Absolutely.
We study the percentages of each in the total population, things they invented or contributed to everyday life, differing values and beliefs - contributions to the work force, etc.
Although the text focuses on Western art, I point out to my students the limitations of the text and use as many non-Western art slides and music CD's as I can (also poetry in translation).
Yes, all ECE courses include the philosophy and all second-year courses required include textbook chapters of anti-bias readings.

14. Of the courses you currently teach, which one(s) would you be most interested in revising to better address America's pluralism?

Eng 120, survey courses.
CJ110 - Intro to Criminal Justice.
SS110 - cultural unit could be expanded in this area if we had the support mechanisms needed.
Sociology 150 - Principles of Sociology.
Unfortunately I have so much material to teach that it's hard to explore more than general principles.
Offer a new course in Education - a follow-up to Intro to Ed. that would focus on current issues of which multiculturalism is in the forefront.
My courses are very technical in nature. The Met 105 from our area could address these issues, but I do not teach it.
English 110 - already addresses the issue, but want to do it better.
Understanding philosophy.
English 120; English 130.
Uncertain.
I'm rather satisfied the way they are.
I already address the issue.
(How about addressing the world's pluralism?) While these issues need

to be addressed, I don't think science classes are the best place to do it. These issues are better served in humanities courses such as philosophy, ethics, writing, etc.
None, all courses teach everyone the same important information.
Math courses may be difficult to change to address this issue!
English 130.
Since I have been moving in this direction for years, I don't perceive a need for a self-consciously identified thrust as such, beyond the ongoing revision/updating which has been in process for quite some time.
None. Things are fine as they are, I feel. Educational "movements" sometimes become overly zealous. Let us be fair, but keep the issue in perspective. We have many important things to learn and study.
English 120 - Argument. Each quarter I teach it, I get better at identifying what troubles me about teaching in such a culturally and academically homogeneous atmosphere. Essentially, all "academic" writing is some form of argument or persuasion - so this course is, to me, the "heart" of it all.
I see it as more applicable in an advanced course after the fundamentals of the field are established, e.g., pubs of groups, minority pubs.
IS105.
I would actually be more interested in developing a communication class that focuses on transcultural/social communication.
Once again expert explanations are not always available instantly to explain the differences. Learned professionals should be invited to speak on specific subjects that affect all of us because of the lack of understanding of the differences that exist and why?
Cultural diversity.
I only teach HUM 110, but it seems like an easy and effective vehicle for introducing and valuing other cultures' contributions. Students seem very open to Asian, African, and Native American music and art.
We continually update our courses and assignments to include multicultural experiences.

Comments:

LE 112 syllabus already in Meryl Schwartz' hands. CJ117 attached. Case studies and discussions focused on multiculturalism, not attached.
Let's do something - a step at a time - so we can measure progress and not be discouraged.
I believe tolerance and the search for the sources and endings to prejudice is one of the most important values we can transmit to each other, to our students, our college, our community.
I welcome your input on these issues. I support this development at Lakeland.
Concentrate on teaching not social engineering (e.g. busing).
Our courses are technical. We address racial differences as they relate to medical issues. We treat all cultures equally, set that example for our students and ask that they do the same. Attached is a "Patient's Bill of Rights." We stress this as a way of treating all people equally. Race, religion, sexual orientation is never an issue.
We teach our students to treat all patients the same. All patients should be treated with dignity and respect.
Keep up the good work!!

Comments: Continued

For this discipline only the differences, beliefs and odd treatments are addressed so that they can be recognized for what they are (coin rubbing vs abuse, etc.)
The cultural diversity in the Curriculum Study Group distributed a questionnaire very similar to this one two years ago. Please see Barb McEachern for tabulated results. It might be interesting to see if there is a change in faculty response.
Teach in the dental hygiene curriculum.
Is emphasis on diversity or multiculturalism nothing more than a fad in the age of political correctness? Should we not be placing emphasis on unity to bind us closer together? Maybe too we could find some humor associated with diversity.
I teach math. Much of what is asked is not directly applicable. However, there are Asian mathematicians, the origins of number, symbols, etc., can be incorporated in the course. Other interesting multi cultural info. will always be welcome. A positive attitude is most important.
Except for the historical aspect of science, there really isn't much lead way for "multicultural" issues. There are, however, many opportunities for discussing social issues. Some recent topics from the news include: the patenting of a human's blood, the human genome project, allopathic versus homeopathic medicine, alternative therapies, epidemiology of disease rates (like ear infections) and how they are more prevalent in lower income communities, water sanitation and it's role in disease in Third World countries, etc. The only discipline in "science" where I see a strong need to address multiculturalism is in the nursing program. These students are going to be dealing with patients from various backgrounds and are going to need some type of education on these issues before they start clinicals.
Let's not worry about multiculturalism. Let's try to give our students a good clean education. "Treat everyone Equally."
My greatest concern relative to diversity relates to our student population in engr. tech. being very non diverse!!
In an essay I recently read, an Oriental American was complaining that such Oriental Americans as (ya?) Bing, who developed the Bing cherry, is not mentioned in our history books. So what? neither is the New England wasp-type who developed the Concord grape. Would we want all sorts of relatively minor aspects of history such as these to crowd out coverage of Jeffersonian Democracy or Roosevelt's New Deal? Let's maintain proportion.
I'm a female artist. The art history books do not give much space to women artists of the past. Does this bother me? Not really. What bothers me is that there is not more women's art worth covering. We didn't achieve. We weren't encouraged to-or even allowed to. Trying to pay more attention now to lesser figures in the past won't change anything. My achieving something now will. Let's concentrate on that!
Good Luck!
I'm sure you've seen them, but I enclosed two articles from the 5/24 CHE; forgive me, but I've highlighted what's striking to me and pertinent to this survey. My greatest fears aroused by this survey concern the apparent determination to "institute" a multicultural education; such an "education" cannot be forced, particularly not upon such a generally homogeneous student body and faculty. Furthermore, while it would in theory behoove such homogeneity to be at least introduced to diverse perspectives (to be "shook up" or "unsettled"), on the other hand, I believe we desperately need to also - equally - emphasize; (and define) what makes us "cohere" as Americans; we need desperately to define and identify a communal humanity among ourselves so that we might better understand the global community to which we are inevitably connected. Continually reemphasizing our "diversity" at the expense of our unity seem destructive to me. But if you

do decide to "institute" such education, you had best make sure that there is a campus-wide inter-disciplinary program in place in order to ensure that "multiculturalism" is itself subjected to scrutiny from multiple perspectives.

I fear diversity programs which make people aware of injustices suffered long ago, painting our country as unjust and causing resentment or hatred. Let's focus on cultural strengths and contributions as a starting point. The Humanities courses seem like an ideal place to discuss the contributions of all cultures. I would love to be involved in Lakeland's efforts, as much as my schedule permits.

Ohio's State Department of Education requires teacher education training for a state teacher's license to have multicultural experiences. In 1989, when the ECE program was accredited, the college was cited (produced a finding) for not having adequate.required multicultural training. Since then we have required training experiences and conferences in that area. The ECE Department has excellent video tapes which you may want to use for staff development.

"Culture: Alive and Well and Living in the Workplace"
"Diversity and Conflict Management"
"Anti-bias Curriculum"
"Diversity and Communication"
"Education for Diversity" conference tape and many more!

RS:Multi

Please answer the following questions as earnestly as you can. Your individual response will remain confidential. Thank you for your input.

Note: NA = not applicable

1. Are there any course requirements in your discipline that address cultural diversity issues? __Yes __No __NA
2. Do you see multicultural issues as relevant to your discipline? __Yes __No __NA
3. Does any of your course content include analyses of multicultural points of view? __Yes __No __NA
4. Do you ever cite ethnically diverse authors in your courses? __Yes __No __NA
5. Do you ever cite examples related to multicultural issues during class discussion/lecture? __Yes __No __NA
6. Do your exam questions reflect contemporary American demographics? (For example, using Maria, Mary, Jose, Abdul etc. in a word problem) __Yes __No __NA
7. Do you ever assign papers or other projects that invite/require students to analyze sources of social division or cohesion in American culture? __Yes __No __NA
7. Are you satisfied with the way/extent to which Lakeland College is addressing multicultural perspectives? __Yes __No __NA
8. Would you be interested in attending a faculty development seminar on strategies for incorporating multicultural issues into the curriculum? __Yes __No __NA
9. What sort of information would you find useful to help develop a pluralistic course curriculum?
   Please check all that are of interest to you:
   - Library source _____
   - Bibliographies _____
   - Lunch discussions _____
   - Speakers _____
   - Conferences _____
   - Others _____

10. What do you see as the challenges of instituting multicultural education at Lakeland?_____

_____

_____

_____

-over-

11. What kind of faculty development program would best help you/us to address these challenges?

_____
_____
_____
_____

12. For purposes of your discipline, how do you think multiculturalism can best be defined?

_____
_____
_____
_____

13. In the courses you teach, how have you addressed and/or acknowledged the diversity of American society?

_____
_____
_____
_____.

14. Of the courses you currently teach, which one(s) would you be most interested in revising to better address America's pluralism?

_____
_____
_____
_____

Comments:_____
_____
_____
_____.